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its infancy and its growth is far slower. Do not expect a child to reproduce the inimitable language of a classic. Let him rather copy gems of prose and poetry for their unconscious effect.

The last step in the development of the imagination and the reason—critical analysis—is reserved for college and university. Consider now the order of nature: first, familiarity with the great art of letters in youth; then the turning of the matured powers of reasoning upon this accumulation for the purpose of ascertaining the sources of beauty; finally the mysterious blending of the critical and the creative faculties.

W. Carleton Tift

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## FOREIGN NOTES

### ENGLAND.

*The Schoolmaster (London) Dec. 16, 1893.*

*Secondary Education—A Commission to be Appointed.*—In the House of Commons, Friday, December 8, Mr. Benson asked the vice-president whether he has considered the views expressed at the Conference on Secondary Education, which was held at Oxford in October last at the invitation of the vice-chancellor of the University of Oxford; and whether the government proposes to take any action in the matter.

Mr. Acland: The government have carefully considered the views expressed at the important Conference on Secondary Education at Oxford, at which the representatives of many educational bodies were present, and they have determined, in accordance with the opinions repeatedly expressed at that conference, to advise the appointment of a royal commission to make recommendations as to the best methods of organising secondary education in England, and on other matters.

*The Forthcoming Commission on Secondary Education.*—The government has taken the only course open to it, in connection with the problem of organising Secondary Education. No doubt the delay necessary to the deliberations of a commission will irritate Mr. Acland sadly, but even he will come to see in time that the best interests of a democratic system of state secondary schools will be best promoted by delay just now. Not only do we want a careful inquiry into the needs of the country, and the extent to which those needs have already been met; but we want this also, that there shall be no mistake about the absolute essentiality of putting all forms of state education under one and the same central, and—in each

district—one and the same local authority. Any compromise or bungling on these points would retard the movement for generations. Therefore, we hail the prospect of a commission with satisfaction, chiefly because of the delay it entails. Meanwhile, public opinion on these vital matters will be crystallising on the right lines, and, what is more, by the time the State commences its task of intervention, it will find that it has already intervened very effectually and laid the foundation of its organised system of public secondary schools “well and truly” some years since!

*Unity and Goodwill.*—The master-current in the educational world of the present time is shown by the growth of a mutual esteem and a desire for co-operation which exist among the more statesman-like and philosophic leading teachers in every branch of the work. Contact and acquaintance have brought about a truer appreciation. The stand-off attitude and suspicious scrutiny with which various classes of the profession were wont so long to regard each other, are passing away. There will more and more exist the great general federation of the profession of teaching, whether the teaching be done in college lecture-rooms or village schools—a federation unexpressed, unformalised perhaps, but none the less real, powerful, and abiding. The past few months have seen the beginning of this federation, and, if we mistake not, the next few months will give signs of its rapid growth.

*Ibid, Dec. 23, 1893.*

*School Attendance Once Again.*—Yet another attempt was made on Saturday to do something in connection with that well-nigh hopeless problem, the question of school attendance. The Union sent a strong deputation—bristling with appalling facts and figures as to the existing condition of things—to the department, and as the miserable tale was unfolded both Messrs. Acland and Kekewich listened with the air of men who fully appreciate the gravity of the situation, but feel little better than helpless materially to improve matters. Put briefly, the representatives of the Union made out a case by no means directed against parents generally. Every speaker admitted in eloquent terms the tremendous efforts that the great majority of the English working class make to equip its little ones with a good education. The whole of the bother rests with a small section of the parents, to induce in whom a proper sense of its responsibility, there is nothing but downright effectively administered compulsion. The whole problem is at once thoroughly disgraceful and disheartening. That Mr. Acland realises this is clear, although the provision of an effective remedy is another matter in these days of popular government.

*The University and Making a Living.*—The most interesting of the questions raised is the extent to which a university career is advantageous to a young fellow who will have to labour hereafter if he would eat, and on this matter the views of parents who have been interrogated are significant. One writes that to send our sons to the universities, unless, indeed, we want them to take up one of the learned professions, "is a waste of time and money." "Many go," this parent adds, "only to become schoolmasters—a miserable profession for any but the best men after thirty or so." Another says: "Scores of boys go up to the universities every year with the vaguest possible idea as to what they will do after they have graduated. This vagueness generally resolves itself into a plunge into 'teaching,' much to the detriment of the profession. In the present crowded state of the so-called professions, I consider it a mistake to induce a boy to go to the universities unless he has some private means, or is of sufficient ability to make it likely that he will take high honours." And yet, in the face of this, the *Pall Mall* adds, "Parents and masters cannot yet seriously associate Oxford or Cambridge with commerce." Why not?

## CIVIL SERVICE EXAMINATIONS.

*The Educational Times (Holborn, W. C.) Dec. 1, 1893.*

Mr. H. P. Gurney, who ought to know as much about the examinations for the Indian Civil Service as any man—except, perhaps, his partner, Mr. Wren—calls attention to the striking decrease in the number of candidates at these competitions: "It is reported, on apparently good authority, that a very few days before the time for closing the entries in 1892 only thirty-one names for thirty-two vacancies had been sent in to the Civil Service commissioners. At the corresponding date in 1893 it is said that only forty-five men had entered for fifty-six vacancies. Formerly, without any effort to hunt up candidates, the numbers for this important competition exceeded 200 and even 300." It was hoped that by raising the age limit the commissioners would get the pick of young university men; but it is harder to attract to India a few men of brilliant promise and some achievement, well on the road to success at home, than it is to get any number of hopeful boys. Yet it is imperatively necessary that the commissioners should have a large area to select from. No doubt they will get it when it becomes generally known how much more chance the second-rate men have than they used to have; but then it is not the second-rate whom India most wants.

## UNIVERSITY EXTENSION.

The correspondence that has been going on in the *Times* and other newspapers as to the endowment of Extension is understood to be the prelude to the deputation which is about to approach the chancellor of the exchequer on the subject. Those who are most prominently connected with the movement in the public mind seem to be unanimous as to the desirability of such aid, though they do not all advocate it on the same ground. Of late the University Extension movement has spread rapidly, and the work has increased enormously, but chiefly in the direction of short courses of six or ten lectures. The lectures appeal to two different classes of the community: the afternoon lectures are attended chiefly by ladies and other persons of leisure who have an interest in literature, history, and art; the evening lectures are directed more especially to workmen. The lectures are very carefully prepared, admirably delivered, and illustrated by lantern-slides, diagrams, &c. They are without doubt highly stimulating and suggestive, and, in the case of the evening classes, lift the workmen out of the plane of humdrum toil to that of highly intellectual enjoyment. So much can certainly be said for University Extension. At a university college, on the other hand, the study is continuous and systematic. If a student wishes to become a proficient in chemistry, for example, his work is extended over three years, and includes a study of mathematics and physics, and also a prolonged course of instruction in costly laboratories in the use of instruments of great delicacy and intricacy. It is found that three years is by no means too long for the acquirement of a fairly intimate knowledge of the science. A similar course of study is followed in literary subjects. If three years is not too long, what can be accomplished in six or ten lectures, with as many exercise classes? There is indeed no comparison between the work of a University college and that of the greater part of University Extension courses.

## ENGLISH IN HONOR AT OXFORD.

*The Evening Post (New York) Jan. 5, 1894.*

On the 5th of December the congregation of the University of Oxford, by a majority of forty, passed a resolution in favor of establishing an honor school of English language and literature. The subject has excited a good deal of controversy in recent years as well as enthusiastic support; and the vote of the other day marks a change in public opinion—a minority has become a substantial majority. The broad principle now affirmed is the acceptance of English, as a proper and adequate means for university education and training. But the supporters of the movement have not yet accom-

plished their end. The statute embodying the resolution has yet to be drafted, and much divergence of opinion is likely to appear as to the relative proportions of philology and literature to be required in the proposed school: It is felt, on the one hand, that a good amount of philology is essential to give the school a needful weight and to save it from being what has been described as a "soft option," attractive mainly to the weaker students. On the other, it is urged that philologists are apt to give undue importance to their subject, to the practical exclusion of the greatest books and writers in English since the fifteenth century. It is to be hoped that a satisfactory compromise may be arrived at, so that what is assuredly a strange omission may no longer disfigure the list of Oxford studies.

CAMBRIDGE LOCAL LECTURES.

*The Educational Times, Dec. 1, 1893.*

The report of the Local Lectures Syndicate affords instructive reading and shows the effect of competition upon efforts to provide higher education. It seems that the numbers attending the courses in the years 1892-93 were 15,824, as against 18,779 in 1891-92, while the numbers of the courses delivered dropped from 329 to 223. In every point, however, the numbers of the past year are better than those of 1890-91, and the exceptional results of the intermediate year are due to exceptional causes.

BURMA.

*The Journal of Education (London), January 1, 1894.*

Education in Burma is advancing with giant strides. When the first director of public instruction was sent thither in 1890 by the Bengal Educational Department there were in the whole province only two inspectors of schools and sixteen deputies. It is gratifying to find that the work of organization has since then been making rapid progress, and a good efficient staff has been appointed from England. Burma is a "grant-in-aid" province. In all Burma there are only three government schools, and one government college. All the other institutions are under municipal or private management. That these may be examined for the purposes of the grant, Burma has now been divided into four circles and an inspector has been placed in charge of each circle. There are now in the province thirty-two deputies and four sub-deputy inspectors, and others will be appointed as the need arises. The necessity for holding the Calcutta entrance examination at numerous centres and the refusal of the University authorities to hold it at more than one, have led to grave and reasonable discontent, and given rise to a loud and strong demand that Burma should have a University of its own.